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JNCHC

Journal of the National Collegiate Honors Council

Forum on Honors and Social Justice

Vol. 19, No. 1 | Spring/Summer 2018



Journal

OF THE National Collegiate Honors Council

HONORS AND SOCIAL JUSTICE

JOURNAL EDITOR

Ada Long

University of Alabama at Birmingham

The National Collegiate Honors Council is an association of faculty, students, and others interested in honors education.

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ISBN 978-0-9911351-9-6
ISSN 1559-0151

INDEXING STATEMENT

Abstracting and indexing services providing coverage of *JNCHC* are Academic OneFile; Cabell's Directory of Publishing Opportunities in Educational Curriculum & Methods and Educational Psychology & Administration; Current Abstracts; Education Abstracts; Education Index; Education Research Complete; Education Source; Educator's Reference Complete; ERIC; InfoTrac; and OmniFile Full Text Mega. Current and back issues of *JNCHC* are available in the University of Nebraska-Lincoln's Digital Commons repository: digitalcommons.unl.edu/natcollhonors.

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The cover image is of Bryan Stevenson, Founder and Executive Director of the Equal Justice Initiative in Montgomery, Alabama, and author of *Just Mercy*. He was the keynote speaker at the NCHC conference in Atlanta on Friday, November 10, 2017. Photo by Jensen Sutta.

CALL FOR PAPERS

The next issue of *JNCHC* (**deadline: September 1, 2018**) invites research essays on any topic of interest to the honors community.

The issue will also include a Forum focused on the theme “Gifted Education and Honors.” We invite essays of roughly 1000-2000 words that consider this theme in a practical and/or theoretical context.

This Forum has two lead essays, which are posted on the NCHC website: <https://www.nchchonors.org/uploaded/NCHC_FILES/Pubs/Gifted_Education_to_Honors_Education.pdf> and <https://www.nchchonors.org/uploaded/NCHC_FILES/Pubs/Honors_Is_a_Good_Fit_for_Gifted_Students.pdf>.

The first is by Nicholas Colangelo, Director Emeritus of the Connie Belin and Jacqueline N. Blank International Center for Gifted Education and Talent Development and Dean Emeritus of the College of Education, University of Iowa. His essay, “Gifted Education to Honors Education: A Curious History, a Vibrant Future,” describes the special needs of gifted high school students that are often surprising or invisible to honors professionals, and he calls for more communication between scholars and practitioners in the fields of gifted and honors education in order to serve gifted students more effectively. This communication is just now beginning in shared programs of the National Association for Gifted Children (NAGC) and the National Collegiate Honors Council (NCHC). The second essay, “Honors Is a Good Fit for Gifted Students—Or Maybe Not,” is by Annmarie Guzy, Associate Professor of English at the University of South Alabama, NCHC Fellow, and author of *Honors Composition: Historical Perspectives and Contemporary Practices*. Guzy contrasts the typical traits of gifted students and high-achievers (honors students), pointing out incompatibilities that often prevent gifted students from joining or being successful in an honors environment. Like Colangelo, she argues that if honors teachers and administrators want to recruit and retain gifted students, they need to understand and implement changes that welcome these students.

Contributions to the Forum may—but need not—respond to the two lead essays.

Questions that Forum contributors might consider include: A focus on one or more contrasting traits of gifted and honors students and how to interpret and accommodate them. A discussion of insights gleaned from past experiences in trying to accommodate gifted students in honors. The assets and liabilities of adjusting the honors culture to make it welcoming to gifted students. A discussion of not just how honors programs can help gifted students but of how gifted students can help honors. An argument that maybe gifted students really do not belong in honors. A discussion of why honors educators have remained unconcerned or unaware of issues in gifted education for so long. Concrete suggestions for better adapting honors programs

to the needs of gifted students. Suggestion of a road map for ways that NAGC and NCHC can work together in the future.

Forum essays should focus on ideas, concepts, and/or opinions related to “Gifted Education and Honors” and not just on descriptions of practices at individual institutions.

Please send all submissions to Ada Long at adalong@uab.edu.

NCHC journals and monographs are included in the following electronic databases: ERIC, EBSCO, Gale Cengage, and UNL Digital Commons. Both journals are listed in Cabell International’s Directory of Publishing Opportunities.

EDITORIAL POLICY

Journal of the National Collegiate Honors Council is a refereed periodical publishing scholarly articles on honors education. The journal uses a double-blind peer review process. Articles may include analyses of trends in teaching methodology, articles on interdisciplinary efforts, discussions of problems common to honors programs and colleges, items on the national higher education agenda, and presentations of emergent issues relevant to honors education. Submissions and inquiries should be directed to Ada Long at adalong@uab.edu.

DEADLINES

March 1 (for spring/summer issue); September 1 (for fall/winter issue)

SUBMISSION GUIDELINES

We accept material by email attachment in Word (not pdf). We do not accept material by fax or hard copy.

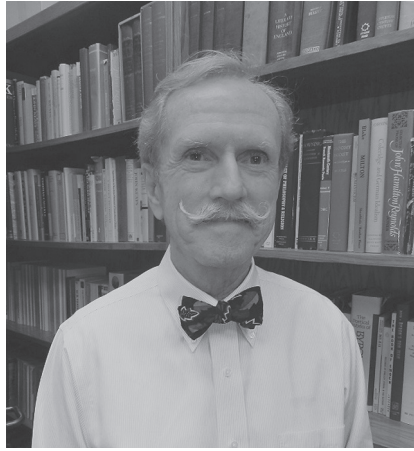
The documentation style can be whatever is appropriate to the author’s primary discipline or approach (MLA, APA, etc.), but please avoid footnotes. Internal citation to a list of references (bibliography) is strongly preferred, and the editor will revise all internal citations in accordance with MLA guidelines.

There are no minimum or maximum length requirements; the length should be dictated by the topic and its most effective presentation.

Accepted essays are edited for grammatical and typographical errors and for infelicities of style or presentation. Authors have ample opportunity to review and approve edited manuscripts before publication.

Submissions and inquiries should be directed to Ada Long at adalong@uab.edu or, if necessary, 850.927.3776.

DEDICATION



Jack W. Rhodes

With his distinguished mustache and bowtie, Jack Rhodes has been an immediately visible presence in the National Collegiate Honors Council for as far back as most of us can remember. As a member of the Board of Directors, Site Visitor, and conference session presenter, Jack has played an important role in the history and development of the NCHC. He has also been a major contributor to the Southern Regional Honors Council, where he has served as president and program chair.

Jack is Professor of English at the Citadel and has been Director of the Honors Program there since 1986—providing another source of his visibility in honors since he is regularly surrounded by a corps of crisply uniformed cadets. At the Citadel, he has been a member of the National Scholarship Committee, selecting candidates for the Rhodes and Fulbright and such, since 1985, serving as chair for several of those years. He has also been a coach and sponsor and advisor to numerous organizations such as the College Bowl team, the English Club, and the campus newspaper.

A Keats Scholar, starting with his PhD dissertation at the University of South Carolina, Jack has produced numerous papers and articles on Keats as well as two books: *Keats's Major Odes: An Annotated Bibliography of the*

Criticism (Greenwood Press, 1984) and *Approaches to Teaching the Poetry of John Keats*, with Walter H. Evert, Jr. (MLA Press, 1991).

One of Jack's sessions at an NCHC conference was titled "With Friends Like These . . . Dealing with Problem People in Honors." As an exemplar of civility and goodwill, Jack would be the perfect advisor on this topic as well as many others, and we are grateful to him for all his generous and genial contributions to the honors community.

ABOUT THE AUTHORS

Richard Badenhausen is Founding Dean of the Honors College at Westminster College in Salt Lake City. Currently President-Elect of NCHC, Badenhausen is a two-time member of the NCHC Board of Directors, an NCHC Recommended Program Reviewer, and an editorial board member of *HIP: Honors in Practice*. He is the 2014 recipient of Westminster's Gore Excellence in Teaching award.

Sarita Cargas, D.Phil., is an assistant professor in the University of New Mexico Honors College. She primarily teaches human rights and researches and writes about promoting human rights education in higher education. She also does research on the pedagogy of critical thinking.

Kelly Frailing is Assistant Professor of Criminology and Justice at Loyola University New Orleans. Her research interests include crime and disaster as well as persons with mental illness who are justice-involved. She teaches an honors first-year seminar and an honors social justice seminar.

Kaytlynn R. Griswold is a PhD student in the industrial/organizational psychology program at the Pennsylvania State University and served as the graduate director of the PNC Leadership Development Center for the 2016/2017 academic year. Her research interests include diversity management in the workplace, applicant reactions, and technology in human resource management.

Rachel L. Heinen is a PhD student in the industrial/organizational psychology program at the Pennsylvania State University. Her research interests include innovation and leadership, and she is currently doing work on creative climate in organizations.

Megan Jacobs is an associate professor in the University of New Mexico Honors College. She teaches interdisciplinary courses on material culture and the social implication of art. She earned her BA from Smith College and MFA from the University of New Mexico. Her current creative research explores historical representations of motherhood. Jacobs's art has been exhibited nationally and internationally and featured in *Musée Magazine*, *Lenscratch*, *Feature Shoot*, and *Frankie Magazine*.

Rick R. Jacobs is Professor of Psychology at the Pennsylvania State University, a job he has held for 39 years. He is also Senior Vice President for Advisory Services and a member of the Science Advisory Board for PSI Online, an international assessment and consulting organization.

Melissa L. Johnson serves as the associate director of the honors program at the University of Florida as well as an affiliate faculty member for the Bob Graham Center for Public Service. She is a member of the NCHC Board of Directors and co-chair of the Professional Development Committee.

Christopher Keller is Associate Director of the Mahurin Honors College at Western Kentucky University. His research focuses on the role of liberal education and global education in honors programs and colleges. He also serves on NCHC's Honors Semesters Committee and is strongly committed to experiential learning opportunities for students.

Greg E. Lovisky is Associate Teaching Professor of Psychology at the Pennsylvania State University. In addition to collaborating with his colleagues on the Schreyer Honors College Leadership Development Center, he has served as an honors advisor and teaches courses in industrial/organizational psychology, research methods, and introductory psychology.

Angela D. Mead, EdD, is Director of Student Services for the Appalachian State University Honors College, where she directs advising and student services. Her research interests are advising, first-generation and low-income college students, food insecurity on college campuses, and how honors intersects with these topics.

Kelly J. Medley is Academic Success Coordinator in Barrett, the Honors College, at Arizona State University. She earned her MEd at the University of Florida. She is also an active leader in local and global higher education professional organizations and a practitioner of strengths-based academic advising.

Robert J. Pampel is Director of the Saint Louis University Honors Program. His research on Jesuit education and curricular design informs his pedagogy and his work to align the program's academic philosophy with the institution's Jesuit mission. He also serves on the Research Committee for the NCHC.

Jordan Pedalino is a graduating master's student at Loyola University New Orleans in the Criminology and Justice Program. She has a BS in criminal justice from Loyola University New Orleans. Her research interests include juvenile substance use, sexual assault victimology, and general strain theory.

Ashlyn Stewart is a recent graduate from the University of Denver Honors Program, earning a BA in English and history. She currently serves as the chancellor's research assistant at the University of Denver and will continue her studies in nineteenth- and twentieth-century American literature and culture at the University of Nebraska this fall.

Kristen L. Swigart is a PhD student in the industrial/organizational psychology program at the Pennsylvania State University and holds an MA degree from George Mason University. She currently serves as the graduate director of the PNC Leadership Development Center. Her research interests include leader identity, leadership development, and gender.

Lydia Voigt is Distinguished University Professor Emeritus at Loyola University New Orleans. She has taught honors seminars and has served on Loyola's Honors Advisory Board. Recent co-authored books include *Preventing Lethal Violence in New Orleans* and *Why Violence? Leading Questions Regarding the Conceptualization and Reality of Violence in Society*.

Marygold Walsh-Dilley is Assistant Professor of Social and Behavioral Sciences in the University of New Mexico Honors College. She holds a PhD in development sociology from Cornell University. Her research focuses on rural development, agrarian transitions, and inequality in the global food system, with a primary focus on Andean Latin America.

Cheryl Walther is Learning Specialist for Student-Athlete Support Services at Colorado State University. Prior to becoming a learning specialist, she worked within the State University System of Florida as an academic advisor. Her research interests include academic risk assessment, cognitive neuroscience, and the history of the learning specialist role.

Naomi Yavneh Klos is Director of the University Honors Program at Loyola University New Orleans and President of the National Collegiate Honors Council. She is also Chair of the Honors Consortium of the Association of Jesuit Colleges and Universities.

ABOUT THE NCHC MONOGRAPH SERIES

The Publications Board of the National Collegiate Honors Council typically publishes two to three monographs a year. The subject matter and style range widely: from handbooks on nuts-and-bolts practices and discussions of honors pedagogy to anthologies on diverse topics addressing honors education and issues relevant to higher education.

The Publications Board encourages people with expertise interested in writing such a monograph to submit a prospectus. Prospective authors or editors of an anthology should submit a proposal discussing the purpose or scope of the manuscript; a prospectus that includes a chapter by chapter summary; a brief writing sample, preferably a draft of the introduction or an early chapter; and a *curriculum vitae*. All monograph proposals will be reviewed by the NCHC Publications Board.

Direct all proposals, manuscripts, and inquiries about submitting a proposal to the General Editor of the Monograph Series:

Dr. Jeffrey A. Portnoy
General Editor, Monograph Series
Honors College
Perimeter College
Georgia State University
555 N. Indian Creek Drive
Clarkston, GA 30021-2396

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NCHC Monographs & Journals

Assessing and Evaluating Honors Programs and Honors Colleges: A Practical Handbook by Rosalie Otero and Robert Spurrier (2005, 98pp). This monograph includes an overview of assessment and evaluation practices and strategies. It explores the process for conducting self-studies and discusses the differences between using consultants and external reviewers. It provides a guide to conducting external reviews along with information about how to become an NCHC-Recommended Site Visitor. A dozen appendices provide examples of "best practices."

Beginning in Honors: A Handbook by Samuel Schuman (Fourth Edition, 2006, 80pp). Advice on starting a new honors program. Covers budgets, recruiting students and faculty, physical plant, administrative concerns, curriculum design, and descriptions of some model programs.

Fundraising for Honor\$: A Handbook by Larry R. Andrews (2009, 160pp). Offers information and advice on raising money for honors, beginning with easy first steps and progressing to more sophisticated and ambitious fundraising activities.

A Handbook for Honors Administrators by Ada Long (1995, 117pp). Everything an honors administrator needs to know, including a description of some models of honors administration.

A Handbook for Honors Programs at Two-Year Colleges by Theresa James (2006, 136pp). A useful handbook for two-year schools contemplating beginning or redesigning their honors program and for four-year schools doing likewise or wanting to increase awareness about two-year programs and articulation agreements. Contains extensive appendices about honors contracts and a comprehensive bibliography on honors education.

The Honors College Phenomenon edited by Peter C. Sederberg (2008, 172pp). This monograph examines the growth of honors colleges since 1990: historical and descriptive characterizations of the trend, alternative models that include determining whether becoming a college is appropriate, and stories of creation and recreation. Leaders whose institutions are contemplating or taking this step as well as those directing established colleges should find these essays valuable.

Honors Composition: Historical Perspectives and Contemporary Practices by Annmarie Guzy (2003, 182pp). Parallel historical developments in honors and composition studies; contemporary honors writing projects ranging from admission essays to theses as reported by over 300 NCHC members.

Honors Programs at Smaller Colleges by Samuel Schuman (Third Edition, 2011, 80pp). Practical and comprehensive advice on creating and managing honors programs with particular emphasis on colleges with fewer than 4,000 students.

The Honors Thesis: A Handbook for Honors Directors, Deans, and Faculty Advisors by Mark Anderson, Karen Lyons, and Norman Weiner (2014, 176pp). To all those who design, administer, and implement an honors thesis program, this handbook offers a range of options, models, best practices, and philosophies that illustrate how to evaluate an honors thesis program, solve pressing problems, select effective requirements and procedures, or introduce a new honors thesis program.

Housing Honors edited by Linda Frost, Lisa W. Kay, and Rachael Poe (2015, 352pp). This collection of essays addresses the issues of where honors lives and how honors space influences educators and students. This volume includes the results of a survey of over 400 institutions; essays on the acquisition, construction, renovation, development, and even the loss of honors space; a forum offering a range of perspectives on residential space for honors students; and a section featuring student perspectives.

If Honors Students Were People: Holistic Honors Education by Samuel Schuman (2013, 256pp). What if honors students were people? What if they were not disembodied intellects but whole persons with physical bodies and questing spirits? Of course . . . they are. This monograph examines the spiritual yearnings of college students and the relationship between exercise and learning.

Inspiring Exemplary Teaching and Learning: Perspectives on Teaching Academically Talented College Students edited by Larry Clark and John Zubizarreta (2008, 216pp). This rich collection of essays offers valuable insights into innovative teaching and significant learning in the context of academically challenging classrooms and programs. The volume provides theoretical, descriptive, and practical resources, including models of effective instructional practices, examples of successful courses designed for enhanced learning, and a list of online links to teaching and learning centers and educational databases worldwide.

Occupy Honors Education edited by Lisa L. Coleman, Jonathan D. Kotinek, and Alan Y. Oda (2017, 394pp). This collection of essays issues a call to honors to make diversity, equity, and inclusive excellence its central mission and ongoing state of mind. Echoing the AAC&U declaration "without inclusion there is no true excellence," the authors discuss transformational diversity, why it is essential, and how to achieve it.

NCHC Monographs & Journals

The Other Culture: Science and Mathematics Education in Honors edited by Ellen B. Buckner and Keith Garbutt (2012, 296pp). A collection of essays about teaching science and math in an honors context: topics include science in society, strategies for science and non-science majors, the threat of pseudoscience, chemistry, interdisciplinary science, scientific literacy, philosophy of science, thesis development, calculus, and statistics.

Partners in the Parks: Field Guide to an Experiential Program in the National Parks by Joan Digby with reflective essays on theory and practice by student and faculty participants and National Park Service personnel (First Edition, 2010, 272pp). This monograph explores an experiential-learning program that fosters immersion in and stewardship of the national parks. The topics include program designs, group dynamics, philosophical and political issues, photography, wilderness exploration, and assessment.

Partners in the Parks: Field Guide to an Experiential Program in the National Parks edited by Heather Thiessen-Reilly and Joan Digby (Second Edition, 2016, 268pp). This collection of recent photographs and essays by students, faculty, and National Park Service rangers reflects upon PITP experiential-learning projects in new NPS locations, offers significant refinements in programming and curriculum for revisited projects, and provides strategies and tools for assessing PITP adventures.

Place as Text: Approaches to Active Learning edited by Bernice Braid and Ada Long (Second Edition, 2010, 128pp). Updated theory, information, and advice on experiential pedagogies developed within NCHC during the past 35 years, including Honors Semesters and City as Text™, along with suggested adaptations to multiple educational contexts.

Preparing Tomorrow's Global Leaders: Honors International Education edited by Mary Kay Mulvaney and Kim Klein (2013, 400pp). A valuable resource for initiating or expanding honors study abroad programs, these essays examine theoretical issues, curricular and faculty development, assessment, funding, and security. The monograph also provides models of successful programs that incorporate high-impact educational practices, including City as Text™ pedagogy, service learning, and undergraduate research.

Setting the Table for Diversity edited by Lisa L. Coleman and Jonathan D. Kotinek (2010, 288pp). This collection of essays provides definitions of diversity in honors, explores the challenges and opportunities diversity brings to honors education, and depicts the transformative nature of diversity when coupled with equity and inclusion. These essays discuss African American, Latina/o, international, and first-generation students as well as students with disabilities. Other issues include experiential and service learning, the politics of diversity, and the psychological resistance to it. Appendices relating to NCHC member institutions contain diversity statements and a structural diversity survey.

Shatter the Glassy Stare: Implementing Experiential Learning in Higher Education edited by Peter A. Machonis (2008, 160pp). A companion piece to *Place as Text*, focusing on recent, innovative applications of City as Text™ teaching strategies. Chapters on campus as text, local neighborhoods, study abroad, science courses, writing exercises, and philosophical considerations, with practical materials for instituting this pedagogy.

Teaching and Learning in Honors edited by Cheryl L. Fuiks and Larry Clark (2000, 128pp). Presents a variety of perspectives on teaching and learning useful to anyone developing new or renovating established honors curricula.

Writing on Your Feet: Reflective Practices in City as Text™ edited by Ada Long (2014, 160pp). A sequel to the NCHC monographs *Place as Text: Approaches to Active Learning* and *Shatter the Glassy Stare: Implementing Experiential Learning in Higher Education*, this volume explores the role of reflective writing in the process of active learning while also paying homage to the City as Text™ approach to experiential education that has been pioneered by Bernice Braid and sponsored by NCHC during the past four decades.

Journal of the National Collegiate Honors Council (JNCHC) is a semi-annual periodical featuring scholarly articles on honors education. Articles may include analyses of trends in teaching methodology, articles on interdisciplinary efforts, discussions of problems common to honors programs, items on the national higher education agenda, and presentations of emergent issues relevant to honors education.

Honors in Practice (HIP) is an annual journal that accommodates the need and desire for articles about nuts-and-bolts practices by featuring practical and descriptive essays on topics such as successful honors courses, suggestions for out-of-class experiences, administrative issues, and other topics of interest to honors administrators, faculty, and students.

URECA, The NCHC Journal of Undergraduate Research and Creative Activity, is a web-based, peer-reviewed journal edited by honors students that fosters the exchange of intellectual and creative work among undergraduates, providing a platform where all students can engage with and contribute to the advancement of their individual fields. To learn more, visit <<http://www.nchc-ureca.com>>.

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